

Springer International Handbooks of Education

David N. Aspin
Judith Chapman
Karen Evans
Richard Bagnall *Editors*

Second International Handbook of Lifelong Learning

Part 1

 Springer

Second International Handbook of Lifelong Learning

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Second International Handbook of Lifelong Learning

Part One

 Springer

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VADE MECUM

γηράσκω δ' αἰεὶ πολλὰ διδασκόμενος
*I am growing old but still learning many
things*

(Solon c630–c555 BC)

*To all those
Of every age, every country, and every creed
Committed to
Making Lifelong Learning
A
Reality for All
In the confidence that
'this world one day will be
the type of world we all deserve'*

Nelson Mandela

Foreword

International Handbook of Lifelong Learning

The past 10 years have witnessed lifelong learning entering a phase of unforeseen strength, but also of weakness. The discussions in the 1990s about the defining issues of lifelong learning were built mainly on positions adopted, from the 1960s and onwards, in international organisations like UNESCO and OECD. UNESCO was the protagonist of a humanitarian and utopian concept of lifelong learning, whereas the OECD forged an economic view with regard to competitiveness and economic growth. In the 1990s however, the EU-Commission joined with a stand on social cohesion and employability, and all three organisations increasingly approached almost consensus on lifelong learning incorporating employability, social cohesion, personal fulfilment and social inclusion.

Within the EU lifelong learning soon became the overarching concept for the national employment plans. So where lifelong learning in the beginning rather was a philosophy, based on visions on learning leading to happiness and personal fulfilment, it soon entered political rhetoric, and from there moved into the area of policies and strategies. Many adult education NGOs increased their influence in European policy shaping. From then on the concept has been discussed as encompassing all learning from cradle to grave, including formal, nonformal and informal learning. In consequence of this, the EU in 2007 collected all education and training programmes under the overarching title of lifelong learning. The use of improved statistical tools however has made visible some uncomfortable realities. The development of learning outcomes and participation in lifelong learning has not uniquely been a success. Much policy has been developed, but less implemented.

There is a complex relationship between improving the evidence base for policy development through knowledge production, and the impact on social and pedagogical practices. However, there is at the world level too little research and research-based knowledge about adult education and learning, the importance of the conditions of adult learning and lifelong learning and about learning theories and workplace learning. How can knowledge exchange be enhanced globally?

The Asia-Europe Education and Research Hub for Lifelong Learning offers an example of ways in which knowledge exchange can be promoted, providing a platform for dialogue between research and policy, between Asia and Europe and, since 2010, Australia, New Zealand and Russia. Interregional cooperations such as those between African Union and the Union of South American Nations (UNASUR) identify education and the fostering of human talent as integral to the entire life course as well as to social transformation. These and other interregional cooperations are making their distinctive contributions to bridging both research areas and continents, but there is a much bigger need to join forces globally in comparative research, making its results visible worldwide.

Today higher education is opening up for adult returners and access is widening, but there is still too little research and too few studies on the social return on investments in adult learning and the wider benefits of lifelong learning. Countries around the world acknowledge that lifelong learning has a major role to play in addressing economic and social challenges. They make national strategies for lifelong learning and regions come together to create new resource-bases, like the new regional Seameo Centre for Lifelong Learning in Vietnam. New research will be needed to contribute to the knowledge and evidence base for policy development, about learning cities, libraries and museums, and with offering critical perspectives as part of the policy framework.

The present handbook offers excellent examples and reviews of such up-to-date research, as an inspiration and foundation for policy-makers, researchers and practitioners alike.

I commend this publication to audiences around the world.

Arne Carlsen
Professor (Hon), Dr.Phil.h.c.
ASEM Education and Research Hub for Lifelong Learning
Director of UNESCO Institute for Lifelong Learning from 2011

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Foreword

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As an international expert in lifelong learning he has been consultant to OECD and UNESCO, and member of various editorial boards and international think-tanks on lifelong learning. As vice-rector of education (2001–2006) at the Danish University of Education, he has acquired vast professional experience in educational policy development and implementation. He is currently executive director of the International Alliance of Leading Education Institutes (IALEI) and chair of the steering committee of the Erasmus Mundus Joint European Masters Programme in Lifelong Learning: Policy and Management and has recently been appointed director of UNESCO Institute for Lifelong Learning from 2011.

Part I

David Aspin is emeritus professor of education, School of Graduate Studies, and formerly dean of the faculty of education, Monash University, Australia. Prior to this he was professor of philosophy of education at King's College London and adjunct

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Robin Barrow is professor of philosophy of education at Simon Fraser University. He was until recently dean of education there, and prior to that was reader in philosophy of education at the University of Leicester (UK). Professor Barrow is the author of 25 books and over 100 articles in the philosophy of education, philosophy and ancient history, including '*The Philosophy of Schooling*', '*Giving Teaching Back to Teachers*', '*An Introduction to Moral Philosophy and Moral Education*' and most recently, '*Plato*' (Continuum 2007). In 1996 he was elected a fellow of the Royal Society of Canada.

David Beckett teaches and researches adult education as professional practice, especially for those in institutional settings, such as managers, trainers, HRD Staff, nurses, teachers and also in community-based and consultancy-based work. His chief work as a research supervisor engages him in the areas of human resource development, workplace learning, professional development and in education philosophy and policy. By the end of 2008, he had published about 270 items, mainly of two kinds: non-refereed education policy contributions to 'Directions in Education'; and referred journal articles, chapters, conference papers and a book *Life, Work and Learning* (2002: London: Routledge). David is a fellow of the Philosophy of Education Society of Australasia and of the Australian Council for Educational Leaders. His next book *Starting Educational Research: Creative Thinking and Doing*, written with John O'Toole, is currently in the Press of Oxford University Press, Melbourne.

Judith Chapman is currently professor of education and until July 2009 was director of the Centre for Lifelong Learning at Australian Catholic University, where she was dean of the Faculty of Education from 1998 to 2003. Before that she was professor of education at the University of Western Australia from 1992 to 1998 where she was also associate dean for teaching and learning of the combined faculties of economics, commerce, education and law; prior to that she had been director of the School Decision – Making and Management Centre in the Faculty of Education at Monash University. In 1999 she was awarded an Order of Australia for services to

tertiary education as a teacher and researcher. In 1999 she was also awarded a visiting fellowship at the International Studies Center of the Rockefeller Foundation in Bellagio, Como, Italy; in 2004 she was appointed a visiting professor at Nottingham University and during 2007–2011 she has been elected a visiting fellow at St. Edmund's College, Cambridge.

Richard Edwards is professor of education and head of The Stirling Institute of Education. He has researched and written extensively on many aspects of lifelong learning. His most recent books include, with Robin Usher, *Lifelong Learning – Sign, Discourses, Practices* (2007, Dordrecht: Springer), and *Globalisation and Pedagogy* (2008, London: Routledge, 2nd edition), edited with Gert Biesta and Mary Thorpe, *Rethinking the Contexts of Learning and Teaching* (2009, London: Routledge), with Roz Ivanic et al., *Improving Learning in College: Rethinking Literacies Across the Curriculum*, (2009, London: Routledge), and, with Tara Fenwick, *Actor-Network Theory in Education* (2010, London: Routledge).

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Colin W. Evers is a professor in the School of Education in the Faculty of Arts at The University of New South Wales. His research interests are in educational administration, philosophy of education and research methodology. He has written many papers and is an author and editor of seven books including *Knowing Educational Administration* (Pergamon, 1991), *Exploring Educational Administration* (Pergamon, 1996) and *Doing Educational Administration* (Pergamon, 2000), all co-authored with Gabriele Lakowski, and *Leadership for Quality Schooling* (Routledge/Falmer, 2001), co-edited with K.C. Wong. He is currently co-editor of the journal *International Studies in Educational Administration*.

Peter Gilroy was formerly Manchester Metropolitan University's Director of Research Development. He has published widely in the area of professional development and has additional research interests in the general areas of cultural change, philosophy, education and curriculum justification. His recent publications represent a series of linked critiques and reviews of policy developments in the field of continued professional development. He has served as the sole editor of the international *Journal of Education for Teaching*, a member of the board of *Educational Philosophy and Theory*, co-opted member of the executive of the Universities Council for the Education of Teachers (having previously been the elected chair of UCET) and one of two UK representatives on the Japan/UK Education Forum. He is currently professor emeritus at Manchester Metropolitan University and holds a visiting chair at Roehampton University whilst acting as a consultant for a number of other UK and overseas universities as they develop their research profile.